

STATE NORMAL SCHOOL

AT BRIDGEWATER, MASS.

CATALOGUE AND CIRCULAR.

FORTY-FIRST YEAR.—1880-81.



BOSTON :

Band, Avery, & Co., Printers to the Commonwealth.

117 FRANKLIN STREET

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ESTABLISHED IN 1837.

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CLARA C. PRINCE.

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Students.

GRADUATE STUDENTS.

Edwin F. Ambrose, A.B. (Dartmouth College)	<i>Malden.</i>
Albert C. Getchell, A.B. (Colby University)	<i>Waterville, Me.</i>
Charles F. Warner, A.B. (Colby University)	<i>Hallowell, Me.</i>

FOUR-YEARS' COURSE.

GRADUATES OF JANUARY, 1881.

Loea P. Howard	<i>Reading.</i>
Arthur Stanley	<i>Beverly.</i>
Mary J. Raymond	<i>New Bedford.</i>

UNDERGRADUATES.

Seth Sears	<i>East Dennis.</i>	Entered	Sept., 1877.
Charles P. Sinnott	<i>Duxbury.</i>	"	" "
Harriet F. Hart	<i>New Bedford.</i>	"	" "
Mabel R. Wetherbee	<i>East Marshfield.</i>	"	" "
James A. Chadbourne	<i>East Waterford, Me.</i>	Re-entered	" 1879.
Nathan H. Walker	<i>Dighton.</i>	"	" "
Annie E. Carnes	<i>Attleborough.</i>	"	" "
Margaret A. Walker	<i>Bridgewater.</i>	Entered	Feb., 1878.
Willie C. Clapp	<i>Stoughton.</i>	"	Sept., "
Frank F. Courtney	<i>Norwood.</i>	"	" "
Elisha S. Hall	<i>Brewster.</i>	"	" "
James McCormick	<i>Cheshire.</i>	"	" "
Louis P. Nash	<i>Needham.</i>	"	" "
William L. Sherrett	<i>North Carver.</i>	"	" "
Ida A. C. Jacobs	<i>West Scituate.</i>	"	" "
Sarah L. Lawrence	<i>Bridgewater.</i>	"	" "
Fred W. Vermille	<i>Reading.</i>	"	Feb., 1879.
Elizabeth F. Cushing	<i>Weymouth.</i>	"	" "
Elizabeth A. Souther	<i>Quincy.</i>	"	" "
Luther F. Elliott	<i>Reading.</i>	"	Sept., "
John W. Herrick	<i>Matfield.</i>	"	" "
Frank W. Kendall	<i>Brookline, N.H.</i>	"	" "
Eugene C. Murdock	<i>Wakefield.</i>	"	" "
Winfield S. Rich	<i>Wellfleet.</i>	"	" "
Lucy M. Adams	<i>Castine, Me.</i>	"	" "

Carrie E. Hatch . . .	<i>New Bedford.</i>	Entered	Sept., 1879.
Mary M. Hayden . . .	<i>Holbrook.</i>	"	" "
Phidelma M. Keith . . .	<i>East Bridgewater.</i>	"	" "
George W. Gardner . . .	<i>Bridgewater.</i>	Re-entered	" 1880.
Clara Bancroft . . .	<i>Ayer.</i>	"	" "
Guy C. Channel . . .	<i>Reading.</i>	Entered	" "
Clara A. Bourne . . .	<i>Fairhaven.</i>	"	" "
Anita Burt . . .	<i>Bridgewater.</i>	"	" "
Carrie A. Carroll . . .	<i>Dedham.</i>	"	" "
Myra D. Copeland . . .	<i>Campello.</i>	"	" "
Harriet E. Curtis . . .	<i>Stoughton.</i>	"	" "
Fannie L. Leonard . . .	<i>Mansfield.</i>	"	" "
Bessie P. Nash . . .	<i>New Bedford.</i>	"	" "
Blanche G. Wetherbee . . .	<i>East Marshfield.</i>	"	" "

TWO-YEARS' COURSE.

GRADUATES OF JANUARY, 1881.

John S. Emerson	<i>Haverhill.</i>
John J. Hayes	<i>Boston.</i>
* Frank W. Sweet	<i>Hopkinton.</i>
Winfield Wonson	<i>East Gloucester.</i>
Lydia J. Chamberlain	<i>North Hanson.</i>
Abbie P. Churchill	<i>Abington.</i>
Martha P. Davis	<i>Lowell.</i>
Ermina A. Dike	<i>Stoneham.</i>
Mabel I. Dodge	<i>Stoneham.</i>
Susie E. Hall	<i>Dennis.</i>
Edith F. Holbrook	<i>Brockton.</i>
Mary L. Holmes	<i>Fall River.</i>
Ida G. Howard	<i>New Bedford.</i>
Annie E. Leach	<i>Bridgewater.</i>
Hattie N. Parker	<i>Plympton.</i>
Bertha Peirce	<i>North Attleborough.</i>
Emma S. Richardson	<i>Centreville.</i>
Lucy A. Russell	<i>Brookline.</i>
Dora I. Shaw	<i>Warren.</i>
Amie H. Sanderson	<i>Monmouth, Me.</i>
Lillian E. Sibley	<i>Clinton.</i>
Carrie I. Taber	<i>Acushnet.</i>
Roziltha J. Tripp	<i>Hudson.</i>
Adelia P. Tuttle	<i>West Newton.</i>

* Partial Advanced Course.

UNDERGRADUATES.

SENIOR CLASS.

William C. Colson	.	.	.	.	.	.	<i>Mattapoisett.</i>
Henry B. Doland	.	.	.	.	.	.	<i>Lawrence.</i>
Edwin H. Holmes	.	.	.	.	.	.	<i>Bridgewater.</i>
Charles F. Merrick	.	.	.	.	.	.	<i>Lawrence.</i>
Elmer E. Phipps	.	.	.	.	.	.	<i>Rochester.</i>
Edward Schuerch	.	.	.	.	.	.	<i>Boston.</i>
Elmer E. Sherman	.	.	.	.	.	.	<i>Bridgewater.</i>
*Edgar H. Webster	.	.	.	.	.	.	<i>Boston.</i>
Josie G. Arnold	.	.	.	.	.	.	<i>North Abington.</i>
Imogene F. Ballou	.	.	.	.	.	.	<i>Reading.</i>
Ellen H. Benson	.	.	.	.	.	.	<i>Bridgewater.</i>
* Gertrude Blackmar	.	.	.	.	.	.	<i>Boston.</i>
Helen E. Chandler	.	.	.	.	.	.	<i>Plymouth.</i>
Helena L. Day	.	.	.	.	.	.	<i>Waltham.</i>
Nellie A. Hamblin	.	.	.	.	.	.	<i>Somerville.</i>
Nellie M. Henry	.	.	.	.	.	.	<i>Marshfield.</i>
Lizzie B. Howard	.	.	.	.	.	.	<i>Easton.</i>
Mary Lillis	.	.	.	.	.	.	<i>Natick.</i>
Sophie G. Thomas	.	.	.	.	.	.	<i>Brockton.</i>
Frances B. Winslow	.	.	.	.	.	.	<i>Brewster.</i>
Mary E. Zeigler	.	.	.	.	.	.	<i>Quincy.</i>

SUB-SENIOR CLASS.

*John P. Arnold	.	.	.	.	.	.	<i>North Abington.</i>
William H. Hobbs	.	.	.	.	.	.	<i>Dover, N.H.</i>
Fred H. Roberts	.	.	.	.	.	.	<i>Boston.</i>
Lucia Alger	.	.	.	.	.	.	<i>West Bridgewater.</i>
Ida E. Allen	.	.	.	.	.	.	<i>Bridgewater.</i>
*Annie J. Barton	.	.	.	.	.	.	<i>Dedham.</i>
*Nellie F. Dooley	.	.	.	.	.	.	<i>Randolph.</i>
Lillian I. Dutton	.	.	.	.	.	.	<i>Stoughton.</i>
Hattie E. French	.	.	.	.	.	.	<i>Berkley.</i>
*Janet G. Hutchins	.	.	.	.	.	.	<i>Dedham.</i>
Hattie M. Jennings	.	.	.	.	.	.	<i>Cocheset.</i>
Mary W. Leymunion	.	.	.	.	.	.	<i>New Bedford.</i>
Abbie C. Packard	.	.	.	.	.	.	<i>Windham, N.H.</i>
Adela F. Rockwood	.	.	.	.	.	.	<i>Holliston.</i>
Olive A. Thompson	.	.	.	.	.	.	<i>Durham, N.H.</i>
Mary A. Tisdale	.	.	.	.	.	.	<i>Cocheset.</i>
*Carrie A. Tower	.	.	.	.	.	.	<i>South Weymouth.</i>
Mrs. Lucinda F. Vache	.	.	.	.	.	.	<i>Harrisburg, Penn.</i>

* Partial Advanced Course.

Mary O. Wentworth	.	.	.	.	.	.	<i>South Canton.</i>
Hattie M. Whiting	.	.	.	.	.	.	<i>Plymouth.</i>
Junietta T. Wright	.	.	.	.	.	.	<i>Rockland.</i>

EX-JUNIOR CLASS.

Charles S. Alexander	.	.	.	.	.	.	<i>Marlborough.</i>
Edward F. Bragg.	.	.	.	.	.	.	<i>Taunton.</i>
Joseph Breck	.	.	.	.	.	.	<i>Bridgewater.</i>
Charles W. Chace	.	.	.	.	.	.	<i>Dighton.</i>
John F. Mackey	.	.	.	.	.	.	<i>North Abington.</i>
John W. Stump	.	.	.	.	.	.	<i>Plainfield, Penn.</i>
Milton B. Warner	.	.	.	.	.	.	<i>Acushnet.</i>
Helen C. Allen	.	.	.	.	.	.	<i>New Bedford.</i>
Jennie P. Baker	.	.	.	.	.	.	<i>Franklin.</i>
Ida W. Beal	.	.	.	.	.	.	<i>North Cohasset.</i>
Mary W. Briggs	.	.	.	.	.	.	<i>Dighton.</i>
Harriet D. Burgess	.	.	.	.	.	.	<i>Hampton Falls, N.H.</i>
Priscilla L. Collier	.	.	.	.	.	.	<i>Cohasset.</i>
Susie H. Copeland	.	.	.	.	.	.	<i>Brockton.</i>
Mary G. Crossman	.	.	.	.	.	.	<i>Taunton.</i>
Annie F. Cummings	.	.	.	.	.	.	<i>Berkley.</i>
Mary L. Daniels	.	.	.	.	.	.	<i>Franklin.</i>
Clara A. Farwell	.	.	.	.	.	.	<i>Watertown.</i>
Grace B. Fisher	.	.	.	.	.	.	<i>Norwood.</i>
Maria Gayron	.	.	.	.	.	.	<i>Rockland.</i>
Anna G. Gardner	.	.	.	.	.	.	<i>Rockland.</i>
Alzie R. Hayward	.	.	.	.	.	.	<i>South Milford.</i>
* Katie A. Kiley	.	.	.	.	.	.	<i>Randolph.</i>
Effie M. Hemenway	.	.	.	.	.	.	<i>Ludlow, Vt.</i>
Lydia S. McLauthlin	.	.	.	.	.	.	<i>Kingston.</i>
Laura B. Lewis	.	.	.	.	.	.	<i>Hyannis.</i>
Bertha Manley	.	.	.	.	.	.	<i>Brockton.</i>
Lydia F. Mitchell	.	.	.	.	.	.	<i>Reading.</i>
Lizzie C. Pierce	.	.	.	.	.	.	<i>Dighton.</i>
Laura A. Price	.	.	.	.	.	.	<i>Brookline.</i>
Melinda A. Rhodehouse	.	.	.	.	.	.	<i>Cotuit.</i>
Mabel Rogers	.	.	.	.	.	.	<i>East Marshfield.</i>
Marcia M. Shumway	.	.	.	.	.	.	<i>Norwood.</i>
Annie C. Skeele	.	.	.	.	.	.	<i>Waltham.</i>
Daisy S. Sparrell	.	.	.	.	.	.	<i>Lake City, Minn.</i>
Lizzie A. Tillson	.	.	.	.	.	.	<i>Bridgewater.</i>
Maria Watts	.	.	.	.	.	.	<i>Taunton.</i>
Alice M. Wight	.	.	.	.	.	.	<i>Lowell.</i>
Carrie L. Wing	.	.	.	.	.	.	<i>Acushnet.</i>

* Partial Advanced Course.

JUNIOR CLASS.

Austin F. Chamberlain	Bridgewater.
Elmer E. Kimball	Bridgewater.
Chester N. Leonard	Dighton.
Daniel C. Ring	South Boston.
George F. Spring	Wellesley.
Mary A. Baldwin	Fall River.
Myra W. Bates	Cohasset.
Lizzie P. Brown	East Marshfield.
Lillian M. Curtis	Bridgewater.
Grace Darling	Bridgewater.
Ida E. Gardiner	Assonet.
Mary P. Hathaway	Assonet.
Cora E. Hosmer	Ayer.
Annie F. Merrill	Watertown.
Dora F. Morse	South Carver.
Mary E. Nye	Hingham.
Caroline O. Pierce	New Bedford.
Augusta M. Pierce	Lincoln.
Annie F. Price	Brookline.
Myra A. Safford	South Royalston.
Mary A. Shockley	Fall River.
Ida I. Smith	South Boston.
Isabel F. Whitaker	Raynham.
Estelle L. Whitney	Lowell.

SUMMARY.

Graduates in January	27
Four-Years' Course	39
Special Students	3
Senior Class	21
Sub-Senior Class	21
Ex-Junior Class	39
Junior Class	24
Whole number: gentlemen, 50; ladies, 124	174

State Normal School, BRIDGEWATER, MASS.

THIS institution is one of the five State Normal Schools under the direction of the Massachusetts Board of Education. It was established by the Commonwealth, with the co-operation of the citizens of Bridgewater, and received the first class Sept. 9, 1840. The number of pupils who have been admitted is 2,721: gentlemen, 913; ladies, 1,808. The number of graduates is 1,653: gentlemen, 572; ladies, 1,081. The number of graduates from the four-years' course is 40: gentlemen, 26; ladies, 14.

CONDITIONS OF ADMISSION.

"Candidates for admission, *proposing to qualify themselves to become school-teachers*, must have attained the age of seventeen years complete if gentlemen, and sixteen years if ladies, and be free from any disease or infirmity which would unfit them for the office of teacher;" *must present a satisfactory certificate of good intellectual ability and high moral character*; must declare their full intention of faithfully observing the regulations of the school while members of it, and of afterwards teaching in the public schools of Massachusetts;¹ and must pass a satisfactory examination in reading, spelling, writing, arithmetic, geography, the history of the United States, and English grammar. A greater age and higher attainments than those prescribed, with some experience in teaching, make the course of study in the school much more valuable to the pupil. *These requirements will be strictly enforced.*

The examination for admission takes place on WEDNESDAY, the first day of each term, beginning at eight o'clock A.M.

THE DESIGN OF THE SCHOOL, AND COURSES OF STUDY.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school and the Course of Studies for the State Normal Schools as follows: —

"The *design* of the Normal School is strictly professional; that is, to prepare, in the best possible manner, the pupils for the work of organizing, governing, and teaching the public schools of the Commonwealth.

¹ Persons intending to teach in other States are admitted by paying fifteen dollars a term for tuition.

"To this end, there must be the most thorough knowledge, *first*, of the branches of learning required to be taught in the schools; *second*, of the best methods of teaching those branches; and, *third*, of right mental training.

"The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.

Studies.

"*Two-Years' Course.*—Arithmetic, Algebra, Geometry, Book-keeping.

"Physics, Astronomy, Chemistry.

"Physiology, Botany, Zoölogy, Mineralogy, Geology, Geography.

"Language, Reading, Orthography, Etymology, Grammar, Rhetoric, Literature, Composition.

"Penmanship, Drawing, Vocal Music, Gymnastics, Military Drill.

"Psychology, Science and Art of Education, School Organization, History of Education.

"Civil Polity of Massachusetts and of United States, History, School Laws of Massachusetts.

"*Four-Years' Course.*—In addition to the studies named above, the four-years' course includes Advanced Algebra and Geometry, Trigonometry and Surveying.

"Advanced Chemistry, Physics, and Botany.

"Drawing, English Literature, General History.

"Latin and French required; German and Greek as the principal and visitors of the school shall decide.

"The above is an enumeration of the studies. The order of the studies in the course is determined by the principal of each school, with the approval of the visitors of that school."

The present order, distribution, and range of studies in the two-years' course:—

JUNIOR CLASS.

GEOMETRY, 5.¹—The definition and division of geometry. The teaching of forms for the properties, relations, and classification of lines, angles, surfaces, and volumes. Teaching the demonstration of propositions concerning lines and angles, triangles, quadrilaterals, ratios and proportion, the relations of rectilinear figures, and circles. The application of this knowledge in problems and in original demonstrations.

ELEMENTARY CHEMISTRY, 5.—The descriptive study of the most important elements and their compounds. The chemistry of common life: combustion, candle, decay, fermentation, respiration, foods, dyeing, bleaching, poisons, etc. The subject is taught by experiments. Each pupil prepares the apparatus, performs the experiments in the laboratory, observes, and records his observations. Teaching topics by experiment.

¹ The figure after the name of the study indicates the number of lessons a week in that study.

PHYSIOLOGY AND HYGIENE, 4.—Teaching the structure of the human body, its different systems, their functions, the conditions of health. The subject is illustrated by means of a human skeleton, specimens of the internal organs, a life-size manikin, and specimens obtained from the lower animals.

DRAWING, 4.—Geometrical, freehand, and design, with pencil and on the blackboard.

VOCAL MUSIC, 4.—Training the voice and ear in singing. Teaching to read music in all the keys at sight. Method of teaching. Practice in chorus singing.

LANGUAGE, I.—Rules for capitals, punctuation, letter-writing, elementary composition. All class exercises are made lessons in language to the extent of securing the correct expression of the ideas acquired in the exercise.

ELEMENTARY MINERALOGY, 2 (fall term).—Lessons to show what a mineral is. Differences in minerals. Application of the knowledge in distinguishing minerals from one another. Teaching the qualities, varieties, and uses of the different minerals. The pupils work in the laboratory, where each student is furnished with the needed appliances and with specimens of each of the minerals studied. Each pupil observes, records his observation, and teaches.

ELEMENTARY ZOÖLOGY, 2 (spring term).—Lessons to show what an animal is. Differences in animals. The application of the knowledge in distinguishing animals from one another. Comparison of vertebrate animals in structure. Study of birds: description of a bird; differences in birds. Study of insects: description of an insect; differences in insects.

Each student works in the laboratory, dissects typical forms, studies the specimens from the cabinets, makes collections of insects, and teaches the topics.

EX-JUNIOR CLASS.

ALGEBRA, 5.—Definition and division of algebra. Notation; numerical processes; use of processes in equations, simple and quadratic.

ARITHMETIC, 4. *Elementary Course.*—Teaching the numbers to one thousand, with the expression, the operations upon, and the relations of, the numbers. Teaching is done with objects. *Scientific Course.*—Definition and division of arithmetic. The system of numbers: the expression, operations upon, and relations of, numbers. Teaching the principles, definitions, and rules of arithmetic.

GEOGRAPHY, 5. *Elementary Course.* *Scientific Course.*—Definition and division of geography; the earth as a sphere; distribution of light and heat; parts of the earth's surface; the sea; the atmosphere; life of the continents; the study of each continent.

GRAMMAR, 5.—Definition and division of grammar. Words in a proposition, or parts of speech. Union of propositions in sentences.

ELEMENTARY MINERALOGY, 2 (fall term).—Same as Junior Class.

ELEMENTARY ZOÖLOGY, 2 (spring term).—Same as Junior Class.

VOCAL CULTURE AND READING, 3.

LANGUAGE, I.—Elementary composition continued.

SUB-SENIOR CLASS.

ARITHMETIC, 4.—Applications of arithmetic. Commercial papers. Mensuration.

ELEMENTARY PHYSICS, 4.—Properties of matter; molecular forces; heat; gravitation; light; sound; electricity; machines and motors. The subject is taught by experiments. Each pupil prepares the apparatus, performs the experiments in the laboratory, observes, and records his observations. Teaching topics by experiments.

RHETORIC, 4. *Elementary Course.*—Definitions; perception, memory, and imagination; taste; the novel, wonderful, and picturesque; beauty and sublimity; wit, humor, and ridicule; figures of words. *Scientific Course.*—Definition and province of rhetoric: figures of rhetoric; style, kinds of style, qualities of style, and rules for forming style. Method of teaching composition-writing. Writing compositions.

CIVIL GOVERNMENT, 4.—Principles of civil government; civil government of the States before their independence; the constitutional government of Massachusetts; the constitutional government of the United States.

DRAWING, 4.—Perspective, model, and design, with pencil and on blackboard.

GEOLOGY, 2 (fall term).—The structure of the earth, and the history of the structure.

BOTANY, 2 (spring term). *Elementary Course.*—Parts of the plant. History of plant-life. Differences in the parts of plants. Habits of plants. Uses of particular plants. Special subjects,—forest-trees, grains, woods. Teaching done with the plants; no use of books. *Secondary Course.*—Study of the plant with the book for analysis.

VOCAL CULTURE AND READING, 3.

SENIOR CLASS.

ASTRONOMY, 3.—Phenomena of the heavenly bodies; their form, size, location, motions, effects of their motions, and the causes of the phenomena.

ENGLISH LITERATURE, 3.—Historical study of the English language. Poetry,—ballads, ancient and modern; Idyls of the King; Paradise Lost; Deserter Village. Prose,—Essays of Bacon, Addison, Lamb, Macaulay. In all, characteristics of thought and diction, with biography of authors, and collateral reading.

BOOK-KEEPING, 2.—Exchange of property; mercantile papers; accounts, four forms, embracing single and double entry.

VOCAL CULTURE AND READING, 4.

GEOLOGY, 2 (fall term).—Same as Sub-Senior Class.

BOTANY, 2 (spring term).—Same as Sub-Senior Class.

EDUCATION, II. *Psychology.*—Definition and division of psychology.

The intellect,—reason, the presentative, representative, and reflective powers. The sensibilities,—the appetites, instinct, desires, affections. The will and the moral nature. The subject is taught from the facts of the pupil's consciousness. The end sought is the knowledge of the different powers of the mind, the order of their development, the conditions and products of their activity, and the ability to use this knowledge in the education of children.

Science and Art of Teaching.—Principles of education, as derived from study of psychology. The art of teaching,—definitions; knowledge of the mind, the pupil, the subject; selection and arrangement of topics; methods of teaching; teacher's preparation; language, voice, and manner of the teacher; means of making the teaching impressive; object and method of criticism. Courses of study arranged for the primary, intermediate, and higher grades; method of teaching the topics in the primary course, and practice with children.

School Organization.—What it is to organize a school. Advantages of a good organization. Opening of the school. Classification of the school. Distribution of studies. Arrangement of the exercises. Provisions relating to order.

School Government.—Definition of government, and what government implies in the governor and in the subject. School government: definition, the teacher's right to govern, and the end of school government. The motives to be used in school government, and the method of their application.

History of Education. *School Laws of Massachusetts.*

THE RANGE OF STUDIES IN THE FOUR-YEARS' COURSE.

All the work of the two-years' course, with the following subjects added:—

ADVANCED ALGEBRA; GEOMETRY OF PLANES AND VOLUMES, CONIC SECTIONS; TRIGONOMETRY; SURVEYING.

CHEMISTRY.—Qualitative Analysis,—liquid compounds in preparation for the analysis of water; solid compounds in preparation for analysis of minerals and soils. Organic Chemistry,—descriptive study and classification of the carbon compounds, with simple analysis; daily laboratory practice by each pupil. Chemical Philosophy. Quantitative Analysis for special students. Preparation of chemicals and apparatus and practice in teaching by experiment descriptive inorganic chemistry.

PHYSICS.—Acoustics, Optics, Magnetism, and Electricity, with laboratory practice by each pupil.

BOTANY.—Anatomy, Physiology, and Morphology of Plants, with the use of the microscope, and projection.

DRAWING.—Light and Shade, Freehand, and Applied Design.

ENGLISH LITERATURE, studied historically.

GENERAL HISTORY.—Greece, Rome, Mediæval History.

LATIN.—The object in this study is to acquire the ability to understand, read, and teach the language. The authors read are Cæsar, Cicero, Virgil, Horace, and others if the pupils are prepared for them. Method of teaching. Practice in teaching. Pupils who come well prepared can extend their study of the subject. *Greek* is studied in the same way when taken.

FRENCH AND GERMAN.—The object in the study of each is to understand, speak, and teach the language. Methods of teaching and study,—with a child as a vernacular,—by hearing and understanding, speaking, reading, and writing the language; with a person as a second language,—reading, hearing and understanding, speaking and writing.

VOCAL CULTURE AND READING.

PREPARATION OF TOPICS for teaching various subjects; and PAPERS on educational topics.

New classes in the study of the languages are formed only at the beginning of the fall term.

The studies are so arranged that graduates from the shorter course may take two additional years' work, and thus complete the four-years' course, or they may take one or two terms' work in addition to the two-years' course.

PRINCIPLES AND METHODS OF THE SCHOOL.

Principles.—The ultimate object of the Normal School is to make the Normal pupil, as far as possible, an educator.

The aim of this school is to give the pupil a definite idea of the true object, the principles, and the methods of education: a thorough knowledge of the objects and subjects he will need to teach, with such a degree of facility and skill in the application of these principles and this knowledge as will enable him to organize and control his own school and to educate his pupils.

The mind is developed by the right exertion of all its powers.

The presence to the mind of the proper object of thought is the condition for its activity. The manner of presenting the object to the mind determines the kind of activity excited and the kind of knowledge acquired.

There must be the selection of the *right objects* of thought for the pupil, and the arrangement of the ideas to be taught in the *right order*. The idea must be acquired from the object, and be correctly expressed in speech and in writing.

There must be the constant use of such motives as will secure right moral action. The products of the continued right exertion of all the powers of the mind are knowledge, mental power, and good character.

The principles of education are derived from the study of the mind. The methods of teaching and training are determined by these principles.

The teacher, as an educator, must know *what* the different mental powers are, the *order* of their development, and *how* they are called into right activity; and he must know each pupil as an individual. He must

also know the *different kinds* of knowledge, the *order* of their acquisition, and the *method* of their acquisition.

He is to form right *habits* of observation, of thought, of feeling, of action.

A *course of studies* is required for the training of the mind. The course needed for this purpose is a series of objects and subjects for study arranged according to the order of mental development. This course of studies, from the nature of the mind, must be in two divisions,—an elementary course for training the mind in gaining a knowledge of facts about individual objects; and a scientific course, for training the reflective faculty in acquiring general ideas and truths, and knowledge systematically arranged. The elementary course must be so conducted as to prepare the mind for the scientific course.

Methods.—All lessons are conducted upon the topical plan. The object or subject is presented as a whole, next its parts, and then the relation of the parts. The topics for the study of an object are arranged in the *natural order*. The subject is presented as a whole by clearly defining it to show what it includes. It is then analyzed into its main divisions, and each division is outlined in topics *logically arranged*.

The lessons thus analytically arranged are assigned to the class, showing them what to study, and in what order; and each topic is taught to the class *at the time the lesson is assigned, so far as is necessary to teach them how to study it* so as to be able to teach or present it to the class. *Nothing is to be done for the pupil which he can do for himself.*

After preparation, the class are thoroughly examined upon the lesson. The outline of topics is first stated, to present the lesson as a whole. The topics are then taught to the class by different pupils, the class and the teacher criticising the teaching. Or the pupil presents the topic to the class, other pupils and the teacher make additions, and the class and teacher criticise the presentation. After the teaching or presenting, the teacher thoroughly questions the class on all the important points of the lesson.

Each day a review of the preceding lesson is made, in its outline and main points, to fix the facts in the mind by repetition, and to connect the topics with the lesson of the day. Each main division of a subject is reviewed, in its outline and main topics, to teach the relation of the topics. The subject, as a whole, is reviewed before leaving it, in its outline and main points, to teach all the parts in their relations.

The teaching of the topics by the pupils secures the most thorough preparation of the lesson; for the pupil must know the subject, the logical arrangement of it, and how to teach it, or fail. It gives the pupil command of himself, makes him self-reliant, develops his individuality.

All the class exercises, from the beginning of the course, are conducted upon the principles and by the methods that have been indicated. After the pupils have been trained in this way, to teach philosophically, in as full a measure as the time will allow, they come in the last term of the course to the study of psychology, and there learn the philosophy of

their work by finding in the study of the mind the principles which underlie the methods they have learned to use; they also observe their application with primary and grammar school pupils in the "school of observation," and have some practice in teaching classes from this school.

Text-books are used as books of reference in the preparation of lessons. Statements of important principles and definitions are required to be memorized verbatim. The committing of text-books to memory is avoided, the students being trained to depend upon objects of thought rather than upon words.

Students are expected to govern themselves; to do, without compulsion, what is required; and to refrain voluntarily from all improprieties of conduct. Those who are unwilling to conform cheerfully to the known wishes of the principal and his assistants, are presumed to be unfit to become teachers.

It is not deemed necessary to awaken a feeling of emulation, in order to induce the scholars to perform their duties faithfully. Faithful attention to duty is encouraged for its own sake, and not for the purpose of obtaining certain marks of credit.

EXAMINATION, GRADUATION, AND EMPLOYMENT.

Examinations, oral and written, are made in each study, and the result in each must be satisfactory to enable the pupil to advance to the studies next in order.

The diplomas are given only to those pupils who have satisfactorily passed the examinations in all the studies of the prescribed courses. Certificates are given to those who take a partial advanced course, and to college graduates who take a special course.

Graduates of both sexes, from either course, are in quick demand to fill good positions in the public schools, especially those who have taught before coming to the school, and those graduating from the longer course.

LABORATORIES, ART-ROOM, AND LIBRARY.

The institution has new laboratories furnished with the best-approved modern appliances for teaching how to teach and study the physical and natural sciences.

Two chemical laboratories, one for the elementary course, the other for analytical work, qualitative and quantitative.

Two physical laboratories, one for the elementary course, the other for the advanced course, with microscopic work and projection.

A laboratory for mineralogy and geology, with cabinets of minerals and typical specimens arranged for study.

A laboratory for zoölogy, physiology, and botany, with cabinets of typical specimens arranged for study.

The laboratories are furnished so that each student has a place at the tables, and performs the experiments.

The Art-Room is handsomely fitted up and furnished with the best

kind of furniture and instruments, with a large number of the finest examples of casts, models, and flat copies, affording excellent facilities for teaching in the various departments of drawing, and furnishing a constant study of art to the members of the school.

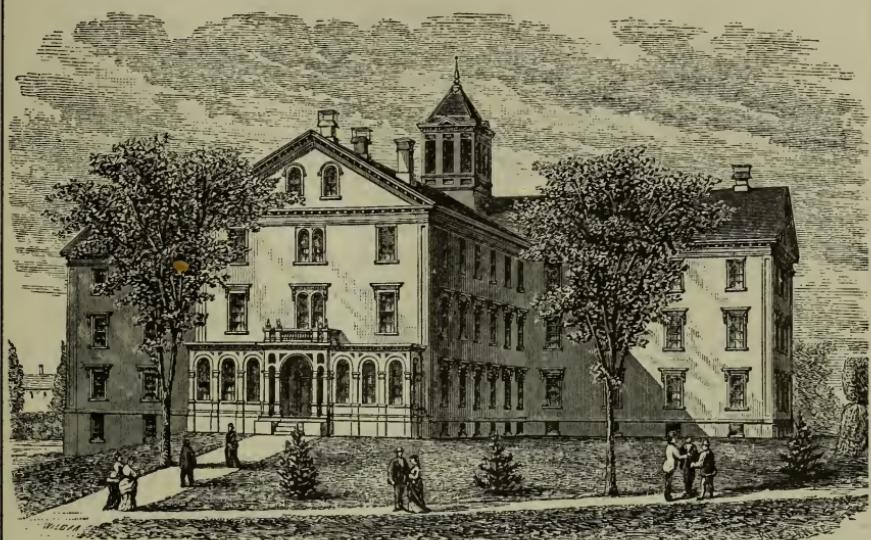
The school has a valuable library of books for reference and general reading, to which the pupils have daily access.

EXPENSES AND PECUNIARY AID.

TUITION IS FREE to all who comply with the condition of teaching in the schools of Massachusetts, wherever they may have previously resided. Pupils who fail to comply with this condition are charged a reasonable sum for tuition. A fee of two dollars is paid by each pupil, at the beginning of each term, for incidental expenses.

BOOKS.—Text-books in nearly all the required studies are furnished to students without charge.

For the assistance of those students who are unable to meet the expenses of the course of instruction in the school, the State makes an annual appropriation, which is distributed at the close of each term among pupils from Massachusetts who merit and need the aid, in sums varying according to the distance of their residences from Bridgewater, but not exceeding in any case \$1.50 a week. This aid is not furnished during the first term of attendance. It is expected that those who do not complete the prescribed course of study, and those who do not teach in the public schools of Massachusetts, will refund any amount they have received from the bounty of the State. Applications for this aid are to be made to the principal in writing.



Normal Hall.

The State has erected upon the school premises a very pleasant and commodious boarding-hall, which will accommodate all the pupils who desire board. Two students occupy one room. Each room has two closets, is carpeted, supplied with furniture, including mattress and pillows, heated by steam, lighted by gas, and thoroughly ventilated. One wing of the hall is occupied by the gentlemen.

The hall is under the charge of the principal, who resides in the house and boards with the students. No pains are spared to make the hall in every respect a home for the pupils. It has a beautiful location, and every room is pleasant. A reading-room, supplied with newspapers, periodicals, and some of the best new books, and a gymnasium, are provided for the daily use of the students.

The hall was built and furnished by the State. The boarders are to pay the current expenses, which include board, fuel, light, washing, and the expense of keeping the hall and its furniture in good condition. The aim is to make these expenses not more than eighty dollars a term, or four dollars a week, for gentlemen; and for ladies not more than seventy-five dollars a term, or \$3.75 a week. Boarders who remain for any period less than half a term will be charged twenty-five cents a week additional. *The expense thus far has not exceeded the sum specified.*

PAYMENTS.

Forty dollars for each gentleman, and \$37.50 for each lady, at the beginning of the term; and the same amount for each at the middle of the term. The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices, thereby saving to each boarder much more than the interest of the money advanced.

FURNITURE.

Each boarder is required to bring bedding, towels, napkins and napkin-ring, and clothes-bags. Each occupant will want, ordinarily, four pillow-cases, three sheets, two blankets or their equivalent, and one coverlet for a double bed. It is required that every article which goes to the laundry be distinctly and indelibly marked with the owner's name.

Pupils living on the line of the railroad, and wishing to board at home, can obtain tickets for the term at reduced rates.

CALENDAR.

The school-year begins on the first Wednesday in September, and is divided into two terms of twenty weeks each, including a recess of one week near the middle of the term.

1881.

Spring term began	Wednesday, Feb. 9.
RECESS, — APRIL 15-25.	
Spring term ends	Wednesday, June 29.
VACATION, — TEN WEEKS.	
Fall term begins	Wednesday, Sept. 7.
RECESS, — THANKSGIVING WEEK.	

1882.

Fall term ends	Wednesday, Jan. 25.
VACATION, — TWO WEEKS.	
Spring term begins	Wednesday, Feb. 8.
RECESS, — APRIL 14-24.	
Spring term ends	Wednesday, June 28.
VACATION, — TEN WEEKS.	
Fall term begins	Wednesday, Sept. 6.

